
Listening

Listening is an essential part of the communication process. Because much of what students know is acquired through listening, it is essential that students have opportunities to practise the behaviours of effective listeners.

Listening is more than hearing. Comprehending spoken language involves process-oriented thinking skills and strategies. Because listening involves the use of language and thought, the ability to listen effectively develops as students' language abilities develop and mature.

Developing effective listening abilities cannot be left to chance. Active listening experiences should be structured into daily English language arts activities. Students learn to value listening when it is given a prominent role in the English language arts classroom and when it is meaningfully integrated with their viewing, reading, representing, speaking, and writing experiences.

Middle Level teachers should remember that they play an important role in modelling active listening throughout the day.

Students become active listeners when they deliberately attend to the speaker's message with the intention of immediately applying or assessing the ideas or information. For example, students may make notes if they wish to refer to the information; students may offer words of agreement or ask questions when part of a conversation; students may formulate questions to ask the speaker; or students may evaluate the message, determining the speaker's motive and what is fact and what is opinion.

Characteristics of Effective Listeners

Effective listening requires the listener's participation. The effective listener wants to understand what is said and actively tries to assign meaning to the speaker's verbal and non-verbal language. The meaning generated depends upon the listener's desire and ability to engage in thinking and listening, as well as on prior knowledge of the speaker's language use and topic.

Effective listeners:

- value listening as a means of learning and enjoyment
- determine their own purpose(s) for listening
- recognize their responsibility to the speaker and listen without distracting the speaker
- concentrate and are able to refocus if they become distracted
- send appropriate feedback to the speaker (e.g., restate directions and explanations, ask questions)
- prepare to react or respond to what the speaker says
- make connections between prior knowledge and the information presented by the speaker
- evaluate the speaker's message and motive
- try to predict the speaker's purpose and determine the speaker's plan of organization
- identify transitional/signal words and phrases, and follow the sequence of ideas spoken
- observe and interpret the speaker's non-verbal cues (e.g., smiles, frowns, body movements) and use them to enhance understanding of the speaker's message
- recognize the speaker's main point(s) or idea(s) and identify the supporting details and examples
- distinguish fact from opinion
- determine bias, stereotyping, and propaganda.

The Listening Process

Listening is a complex process in which listeners interact with a speaker to construct meaning within the context of their experiences and knowledge. Understanding oral language is essential to the learning process, so students require strategies for becoming accurate, effective listeners. When students are made aware of the physical behaviours and cognitive skills and strategies that affect accurate listening, the levels of listening, and the components of the listening process, students are more likely to recognize their own listening abilities and engage in activities that prepare students to be effective listeners. Students can extend their listening abilities most efficiently when listening instruction is integrated into their viewing, reading, representing, speaking, and writing activities and when it is structured as pre-listening, listening, and post-listening experiences.

Pre-Listening (BEFORE): Setting the Stage

Effective listening requires that students be prepared for what they are about to hear so that listening goes beyond the literal level. Pre-listening activities encourage students to listen at the interpretive and critical levels. Some purposes for pre-listening follow.

To spark interest and motivate students to attend to the spoken message:

- When students are able to relate the listening experience to their own lives, students are more

willing to listen actively to what the speaker has to say.

- Adolescents often focus on themselves, and personal needs influence the level of motivation. Through involvement in pre-listening activities, students can develop an interest in the speaker's topic and become willing, active listeners.

To activate or build students' prior topical and linguistic knowledge:

- When students' prior knowledge about the speaker's topic is activated or built, students begin to predict what they might hear and make connections with what is already known, increasing the relevance of the information.
- The time to familiarize students with key concepts and vocabulary is before a listening experience.

To set purposes for listening:

- When students set purposes for listening, students become active listeners who listen for something, not to it. This enhances their comprehension and retention. Teacher guidance may be required at first to help students set purposes for listening.
- Students who have identified a purpose for listening are more willing participants, secure in knowing what is expected of them.
- Providing purposes for listening assists the teacher in making a meaningful assessment of student participation and comprehension following the listening experience. Some purposes for listening are to:
 - gather knowledge and information
 - follow directions
 - contribute to a discussion
 - interpret and analyze information
 - form an opinion or make a judgement
 - appreciate or enjoy
 - empathize
 - clarify ideas
 - understand ideas, feelings, and information
 - note the main idea/theme and identify supporting details
 - determine what is fact and what is opinion
 - select descriptive vocabulary
 - determine bias, stereotyping, or propaganda.

Activities that prepare students for reading or viewing are often equally helpful in preparing them for listening. See the Reading and Viewing sections for examples of pre-reading and pre-viewing scaffolds that can also be used as pre-listening scaffolds.

Listening (DURING): Interpreting Speech and Constructing Meaning

Listeners who participate actively in the listening experience are more likely to construct clear, accurate meaning as they interpret the speaker's verbal message and non-verbal cues. During the listening experience, students verify and revise their predictions. Students make interpretations and judgements based upon what is known, and by assessing what students need to know. Some purposes for listening follow.

To foster students' comprehension of the speaker's language and ideas:

- Active participation in the listening experience helps students comprehend the speaker's language and ideas, connecting them to what students already know about the topic and language.
- By monitoring their own understanding of the speaker's message (e.g., asking themselves "Does this make sense?"), students know when to request clarification of what they do not understand.

To focus students' attention on such things as the speaker's organizational patterns:

- When students have been prepared to consider the organization of the speaker's talk (e.g., an introductory and concluding statement, transitional words and phrases), they are likely to comprehend more and acquire an understanding of some of these patterns for use in students' own speaking experiences.

To encourage students' critical reactions and personal responses to the speaker's ideas and use of language:

- Students who listen attentively, jotting notes, questions, and responses are better prepared to interact with the speaker during or after listening.

Post-Listening (AFTER): Responding, Reflecting, and Reconstructing Understanding

Follow-up activities to listening experiences are critical because they extend students' learning, encourage students to understand that there are purposes for listening, and emphasize that the information gained will be useful. Post-listening activities are most effective when implemented immediately after the listening experience, becoming a direct extension of it. Well-planned post-listening activities offer students opportunities to connect what students have heard to their own ideas and

experiences, and encourage interpretive and critical listening and reflective thinking. As well, post-listening activities provide opportunities for teachers to assess students' comprehension, check their perceptions, and clarify understandings. Some purposes for post-listening follow.

To invite and encourage student reflection and response:

- Students develop a greater understanding of what they have heard if they are asked to summarize their ideas and respond to what students have heard through drawing, discussion, writing, drama, music, dance, or other representations.

To clarify and extend comprehension beyond the literal level to the interpretive and critical levels:

- Students who engage in response to talk by discussing, writing, or other representations are actively engaged in constructing meaning.

To check comprehension, correct inaccurate concepts, and clarify tenuous learning:

- Students should listen to the text more than once.
- Students who engage in active listening activities are prepared to question the speaker and verify understandings.

To give students the opportunity to apply new information immediately:

- When students are called on to apply what they have gathered from the message, they tend to be more attentive listeners.

It is important to encourage students to reflect and to clarify and extend their thinking about what they have heard by making concrete responses that may be visual, spoken, dramatic, or written. Many of the same means used to help students extend and clarify their viewing or reading experiences can be used to extend and clarify their listening experiences.

Specific teaching-learning strategies are identified on the pages that follow.

The Language Cues and Conventions in Oral Texts

Listeners also attend to the language (verbal and non-verbal) cues of an oral text, including:

Pragmatic Cues

- Who created this text? For whom?

- What is the purpose of the text?
- When was it created? Why was it created?
- Whose point of view is represented?
- What view of the world is presented? Beliefs?
- Whose point of view is not represented?

Textual Cues

- What form has the speaker used?
- How are the ideas organized? What words signal this organization?
- What conventions of text help listeners understand the key ideas?

Syntactical Cues

- What is the key idea in each sentence (who/what does/is what to/for whom)?
- How does the word order convey a particular meaning or emphasis?
- How does the emphasis on certain words clarify the meaning of each sentence?

Semantic and Lexical Cues

- What are the key words?
- Why are these powerful or important words?
- What are the confusing words?
- Can listeners use context clues to figure out what the words probably mean? Can listeners use a familiar part (e.g., prefix, suffix, root) to figure out what the words mean? Can listeners look the words up or ask someone?
- Is this a creative or figurative use of language?
- How can listeners make these words their own?

Graphophonic Cues

- How is this word sounded/pronounced?

Other Cues

- What other features of this presentation (e.g., gesture, graphs, charts, diagrams, role play) help listeners understand the message?

Supporting the Listening Strand

To practise listening in meaningful contexts, students require opportunities to engage in open dialogue with peers in such informal situations as writing conferences and literature circles. Students also need practice in more formal situations such as listening to student speeches and guest speakers.

Some ways that teachers can promote effective listening and help students develop as mature, active listeners include the following:

- modelling effective and active listening
- regarding what the student has to say as important
- integrating listening into daily viewing, reading, representing, speaking, and writing experiences
- planning opportunities for students to practise active listening for a variety of purposes in a variety of contexts (e.g., face-to-face, social situations, formal situations)
- adjusting the length of listening time to the maturity of the students
- emphasizing and explaining effective, active listening behaviours using lists of specific criteria relevant to the situation
- assessing listening as a process within daily language experiences.

The following should be observed in the classroom on a day-to-day basis:

- the teacher modelling effective listening behaviours for students
- the teacher using brief mini-lessons to instruct students about effective listening practices and behaviours for a variety of situations and purposes
- the teacher planning for listening by using pre-listening, listening, and post-listening activities
- the students listening in a variety of situations for a variety of purposes (e.g., one-on-one conversations, group discussions, formal speeches, oral reading, student presentations)
- the students developing their social skills through listening (e.g., attending to speaker, questioning for clarification, using and interpreting non-verbal cues, summarizing, and paraphrasing to demonstrate understanding)
- the students and the teacher assessing listening practices and behaviours using checklists or anecdotal notes on a continuous basis.

Middle Level English language arts teachers can support the listening strand by:

1. providing many opportunities for students to practise and extend their listening skills and strategies in each unit of study
2. modelling and discussing effective listening behaviours and strategies
3. planning listening lessons and mini-lessons that ensure students achieve the outcomes for the listening strand
4. helping students use oral text for both learning and enjoying by modelling both efferent and aesthetic stances (Rosenblatt, 1983).

Each of these four points is described more fully in the sections that follow.

1. Provide many opportunities for students to practise and extend their listening skills and strategies in each unit of study.

Listening can be improved in a variety of ways when it is taught in the context of meaningful oral language experiences (Cox, 1999, p. 152). Students need to listen to a range of oral and multimedia texts. In addition to listening to the teacher for instruction, directions, and read-alouds, students need to learn to listen effectively to their peers (e.g., paired experiences, discussion groups, book clubs) and to others (e.g., talking books) in a variety of settings (e.g., assembly, interview for research project).

Common Read-Aloud and Talking Books for Middle Level Students

Grade 6

The Bridge to Terabithia (K. Paterson)
Dragon Rider (C. Funke)
East (E. Pattou)
The Goose Girl (S. Hale)
The Lion, The Witch, and The Wardrobe (C. S. Lewis)
The Tale of Despereaux (K. DiCamillo)

Grade 7

Clara's War (K. Kacer)
Hatchet (G. Paulsen)
Initiation (V. Schwartz)
The Mob: Feather and Bone (C. Martini)
The Outcasts of 19 Shuyler Place (E. Konigsburg)
The Thief Lord (C. Funke)

Grade 8

The Diary of a Young Girl, The Definitive Edition (O. H. Frank & M. Pressler)
The Children's Homer: The Adventure of Odysseus and Tales of Troy (P. Colum)
The Devil's Arithmetic (J. Yolen)
Milkweed (J. Spinelli)
Stitches (G. Huser)
Tales of Don Quixote (M. de Cervantes, retold by B. Nichol)

Grade 9

The Climb: Tragic Ambitions on Everest (A. Boukreev & G. Weston DeWalt)
Digging for Phillip (G. Jackson-Davis)
Ice Story: Shackleton's Lost Expedition (E. Kimel)
Inkheart (C. Funke)
Kit's Wilderness (D. Almond)
Charlie Wilcox (S. McKay)

2. Model and discuss effective listening behaviours and strategies.

Students need to understand both the thinking and the verbal and non-verbal behaviours that effective listeners employ if they are to listen actively, accurately, and effectively. The chart on page 9 highlights the differences between proficient and ineffective listeners.

Listening Strategies

Middle Level students often find general strategies such as the following useful.

TQLR (*Tune In, Question, Listen, and Review*) (Science Research Associates, 2000)

T (Tune In). The listener must “tune in” to the speaker and the subject, mentally calling up everything the listener knows about the subject and shutting out distractions.

Q (Question). The listener should have a clear purpose for listening and mentally formulate questions to help set a purpose. What will this speaker say about this topic? What do I need to listen for in this presentation?

L (Listen). The listener should listen for specific information and ideas as they are presented, anticipate what the speaker will say next, jot notes, and react mentally to what is heard.

R (Review). The listener should go over what has been said, summarize, and evaluate what was heard. Main ideas and their supporting details can be noted and questions or additional ideas could be explored.

ACTION (*Attention, Concentrate, Think, Interpret, Organize, and Note*) (Sebranek & Kemper, 1995, p. 203)

A (Attend). The listener should prepare to listen by giving total attention to the speaker.

C (Concentrate). The listener should concentrate on what the speaker is saying.

T (Think). The listener should focus on what the speaker is saying and attempt to accurately hear what is being said.

I (Interpret). The listener should distinguish among facts, inferences, and opinions as consideration is given to the explicit and implicit ideas the speaker is presenting.

O (Organize). The listener should organize the information as it is received, anticipating what the speaker will say next.

N (Note). The listener should list or create a concept map or drawing of the key ideas presented.

Key Questions When Listening

Middle Level students can learn to ask key questions before, during, and after they listen: *Some Questions for Students to Consider Before Listening.*

Do I:

- get interested
- think about what I already know
- consider why I am listening or set a purpose
- consider what I might wish to know about the subject or might need to know
- ask good questions (e.g., 5Ws + H)
- think about what listening strategies I need to use
- make predictions and anticipate speaker's message and meaning?

Some Questions for Students to Consider During Listening.

Do I:

- focus my attention and minimize distractions
- stay mentally involved and physically alert
- make personal connections
- attempt to determine speaker's purpose
- picture in my mind what the speaker is saying
- identify the key ideas
- question and find meaning
- recognize the main points being presented
- remain open-minded but detect bias and opinions
- make notes or maps
- identify unfamiliar words used?

Some Questions for Students to Consider After Listening.

Do I:

- summarize, paraphrase, or restate what I heard
- identify the main purpose of the speaker
- ask questions
- consider the speaker's ideas and evidence, and draw conclusions
- consider what else I need to know about this topic
- build on and extend what I heard by speaking, writing, or using other forms of representing?

Listening to Peers

In addition to learning how to listen actively and accurately, Middle Level students often need help in listening to their peers. Think-Pair-Share and Listen-Draw-Pair-Share are useful strategies to help students listen to new ideas and information.

Listen-Think-Pair-Share (McTighe & Lyman, 1992, p. 74) requires students to:

- listen (to the instruction, video, presentation, or discussion)
- think (individually making a list, a map, or a journal entry)
- pair (with a partner, add to the ideas generated individually)
- share (responses with the whole group).

Listen-Draw-Pair-Share (McConnell, 1992, p.160) requires students to:

- listen (to instructions)
- draw (a graphic organizer, diagram, picture, or sketch)
- pair (explaining and discussing drawing with partner)
- share (sharing and discussing with whole group)
- draw (working alone to elaborate on graphic organizer, diagram, or sketch or to create a new one)
- pair (sharing and discussing drawing with partner, explaining the changes made to it)
- share (sharing and discussing with the whole group again).

Listening Across Cultures

Effective communication requires sensitivity to cultural and language differences. Standard ways of greeting, explaining, and the manner and amount of personal space, eye contact, gesturing, and body movement a speaker uses will vary across cultures. Middle Level students and teachers can enhance their abilities to understand and communicate with others by being sensitive to others' beliefs, values, and customs and to others' use of both verbal and non-verbal language.

3. Plan listening lessons and mini-lessons that ensure students achieve the outcomes for the listening strand.

In addition to the Sample Lesson Planning Guide for Listening on page 10, teachers might like to use one of the following lesson strategies and guides.

Lesson Strategies

A Sample Lesson using DLTA (Directed Listening-Thinking Activity) Strategy (Stauffer, 1975)

Before Listening: Prepare students to hear the text by providing necessary background information related to the text or speaker. Using a narrative text, for example, highlight the title, an illustration, or the first paragraph. Ask students questions like: What do you think a story with a title like this might be about? Does this picture give you any ideas about what might happen? For a talk, lecture, audiotape, or videotape, you could relate the topic to students' past experiences and present any special vocabulary and guiding questions that students should think about while listening.

During Listening: Read the text aloud to students in sections. Stop at key points in the narrative to ask students to confirm or reject their predictions by answering questions such as: What do you think now? What do you think will happen next? Encourage students to confirm/adjust/support their predictions and inferences. If the text is non-fiction, stop at certain points and ask the students to answer any of the initial guiding questions and to suggest other thought-provoking questions.

After Listening: After students have heard the entire text, invite them to talk about the story, to reflect on their predictions and inferences, and to make connections to own lives and experiences. If the text is non-fiction, ask the students to identify the central ideas of the text. Students should provide reasons to support responses: What in the text supports that idea? What in the text makes you think that ...?

A Sample Lesson using the LAPS (Listen, Ask, Picture, and Summarize) Strategy (Matchullis & Mueller, 1996)

Before Listening: Before students listen to an oral presentation, ask them to identify two or three questions and to record them. Discuss the importance of asking good questions and, if appropriate, model the 5Ws + H. What questions could be asked about this topic? What do they already know (or think they know) and what would they like to learn about this topic?

During Listening: As students listen to you read the text aloud, have them picture what they hear in response to their questions and to quickly sketch what students see "in their mind's eye" as answers to the questions.

After Listening: After listening to the entire text, have students review their sketches and summarize what they heard in a short written paragraph. After the paragraph has been written, share the oral text that

you read to the students and discuss what this strategy has revealed about listening habits and what needs to improve.

Mini-lessons

Mini-lessons are an effective way to discuss and model the following strategies. Some useful mini-lessons for the Pre-listening Phase include:

- anticipating activities including activating prior knowledge
- using K-W-L Plus (Carr & Ogle, 1987)
- setting a purpose for listening
- using an anticipation/reaction guide (Readence, Bean, & Baldwin, 1989).

Some useful mini-lessons for the During Listening Phase are:

- attending to the speaker
- constructing meaning
- recognizing key ideas and supporting details
- recognizing organizational patterns and clues
- interpreting non-verbal messages
- making and confirming inferences and conclusions
- jotting notes, questions, and responses
- questioning for clarification
- knowing when and how to interrupt.

Some useful mini-lessons for the Post-listening Phase include:

- recalling and retelling
- checking comprehension
- summarizing and paraphrasing
- questioning the speaker
- discussing
- applying what has been heard and learned.

A Reminder

- Introduce the strategy and explain why, how, and when it is used.
- Model the strategy.
- Repeat and provide guided practice until students have made it their own (i.e., gradually increase students' responsibility).
- Reflect on the process and strategy with students.

Body Language and Other Non-verbal Cues

Body language and other non-verbal cues help students interpret a speaker's messages. If a speaker rolls his or her eyes, gestures in a certain way, slumps, or puts an emphasis on a particular word or part of a word, a message may have a different meaning. Although Middle Level students must concentrate on the speaker's message and assign the most obvious meaning to it, they also must attend to the non-verbal aspects of communication.

Listening Guides

When students are listening to different types of oral texts (e.g., prose fiction and non-fiction, plays and poetry) for different purposes (e.g., information, instruction, pleasure, or persuasion), a listening guide can provide a framework for listening. These guides can be prepared by the teacher or by the teacher and the students.

A Sample Listening Guide

Before Listening: As you prepare to listen to the following explanation (i.e., informational text) about views of the Earth from outer space, consider what you know about the topic. What do you expect to hear about the topic? For what are you going to listen? How can you record the key information and ideas?

OR

As you prepare to listen to the following mystery story (i.e., narrative text), consider what you need to know. Where does the story take place? When does it happen? Who is the narrator? Who are the characters? What are their goals? What are their actions? What are the key events and clues?

During Listening: As you listen to this information (i.e., informational text), complete the following chart, noting the main points/assertions made by the speaker in the left column and the supporting points in the right column.

Speaker's Main Points	Supporting Points

OR

As you listen to the story (i.e., narrative text), note where and when it is taking place and sketch a diagram of the locale. As you hear the plot unfold, note the key events on the following chart.

Title:										
Setting:										
Characters:										
Goals:										
Problems:										
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(From Johns & Lenski, 1997)

After Listening: After listening to this information (i.e., informational text), review, clarify, and summarize what you have heard. Restate the main points in your own words, and ask two additional questions that you would like answered about this topic. Share your summary and questions with a peer. What did you miss in your summary? How might you and your peer answer your questions?

OR

After listening to the story (i.e., narrative text), review what you have heard, and note when you know the outcome. What clues helped you figure this out? Share your insights with a peer, and then decide why this was an effective mystery story or not.

4. Help students use oral texts for both learning and enjoyment by modelling both efferent and aesthetic stances.

When Middle Level students listen, they can take both efferent and aesthetic stances (Rosenblatt, 1983).

Teachers can model and give students strategies for listening to learn or to take an **efferent stance**. Listening to learn and for information requires students to develop and use key skills to acquire knowledge. These key skills and strategies include:

- asking questions
- using prior knowledge to make inferences and predictions about what is about to be heard
- recognizing what students do not know

- being able to synthesize information or create summaries (What do I need to remember from this presentation?)
- knowing when to adapt the listening approach to the situation (Do I need to take notes, ask for clarification, use a dictionary, visualize?)
- taking a critical stance by considering the deeper meanings, implications, or biases of the presentation.

Proficient listeners can also educate their imaginations by taking an **aesthetic stance**, particularly when listening for pleasure. Teachers should model this stance and give students strategies for taking an aesthetic stance when listening.

Students should be encouraged to (1) enter in – building a mental picture and figuring out what the presentation is about, (2) move through – considering the presentation and their own experiences while constructing meaning, (3) examine what is known – using developing ideas to rethink what has been learned from the presentation, and (4) take a critical stance – moving away from personal involvement to consider deeper meanings and connections between the presentation and social and cultural issues (Langer, 1998, pp. 16-23).

When students listen to oral texts that invite an aesthetic stance, students need to ask questions such as:

- How does what I am hearing make me feel?
- Where and when does this take place? How do things look, sound, taste, feel, and smell?
- What would I do if I were there and experiencing these events or this situation?
- Does what I am hearing involve a conflict? If so, what is it? How might it be resolved?
- Does what I am hearing involve humour? If so, what makes it humorous?
- What main images, ideas, symbols, or themes are found in this presentation?
- What can be learned from this presentation?

Responding to Oral Text

An oral text can invite different types of responses – personal, critical, and creative.

In a **personal** response, students might consider: How do I feel about what I have heard? Do I agree or disagree? Why? Do I like it or not? Why? Have I learned or experienced what I wanted to learn or experience?

In a **critical** response, students might consider: What are the purpose, message, values, and artistry found in this presentation? Teach the critical

listening skills and strategies that help students learn to “deconstruct” oral presentations. Ensure that students can ask important questions including:

- Whose perspective or point of view is presented?
- For whom is this message intended? Why?
- What ideas are being presented? What does this tell me that I already know? What does this tell me that I do not already know? What am I learning from this presentation? What has been left out?
- What elements are used to get my attention and convince me?
- How do my values and life experiences coincide with the messages to produce meaning for me?

In addition, the students can analyze the techniques, language, and artistry used to create the effect or impact of the presentation. In a **creative** response, students might consider: How can I build on and extend what I have heard (e.g., creating new texts, dramatizing, imagining self as character or producer)?

Contrasting Proficient and Ineffective Listeners

Proficient Listeners	Ineffective Listeners
Before Listening	
<ul style="list-style-type: none"> • Understand that listening is a sense-making process • Whenever possible, prepare for listening situations • Consider prior topical and linguistic knowledge before listening • Build background knowledge on the subject before listening • Know the purpose for listening 	<ul style="list-style-type: none"> • Think of listening as simply hearing • Do not know why they are listening • Do not access prior knowledge • Do not think about the topic before listening • Do not expect to learn anything of importance
During Listening	
<ul style="list-style-type: none"> • Give complete attention to the listening task • Tune out distractions • Make notes to ensure listening is more effective • Use purpose to determine what to make as notes/or comments, or ask as questions • Consciously consider speaker's purpose • Continuously evaluate spoken message • Use prior knowledge of speaker and topic to understand what is heard and judge its accuracy • Listen sceptically to hear the speaker's underlying motive • Participate fully in listening-speaking situations by showing attention and respectfully asking questions 	<ul style="list-style-type: none"> • Are easily distracted by their surroundings • Tune out speaker because they are not interested in learning from speaker • Tune out speaker who says or implies something with which they disagree • Listen to words but not to the message • Do not make notes • Concentrate on speaker's body language and mannerisms but not speaker's message • Do not know whether they understand or do not understand message • Are unable to participate in speaking situations due to inability to focus on speaker's ideas
After Listening	
<ul style="list-style-type: none"> • Decide if they have achieved own goal for listening • Consider if the presentation made sense, fit with other information they have, and is true • Respond personally and critically as well as respectfully to what is heard • Ask questions for clarification • Seek additional information from other sources 	<ul style="list-style-type: none"> • Are unable to summarize major ideas • May have a limited personal response but are unable to respond critically or to evaluate the major ideas heard • Do not ask questions or seek additional information

Sample Lesson Planning Guide for Listening

Outcome(s): (What will students learn and be able to do as a result of this activity?)

Assessment and Evaluation: (What evidence will demonstrate that students have achieved the outcome(s)?)

Task: (What is the task? Are students listening to receive information? Are they listening to follow instructions? Are they listening to evaluate information? Are they listening for pleasure? Are they listening to empathize? What demands will the presentation make on them? What criteria and guidelines will help students know what is expected in this lesson?)

Preparing to Listen: (What pre-listening activities will help the students prepare to listen? How will they access their background knowledge on the topic, set a purpose for listening, and focus? What mini-lesson(s) might be needed for students to succeed?)

During Listening: (What strategies can students use to understand what they are hearing? How can they give complete attention to the listening task and demonstrate interest? Search for meaning? Check their understanding of the message by making connections, making and confirming predictions, making inferences, evaluating, and reflecting? How will students note and remember the key ideas presented? What kind of notes can students make?)

After Listening: (What activities or guidelines will help students follow up on the presentation, review what they have heard, clarify, reflect, and act upon the message? What activities will help students analyze the presentation and draw conclusions?)

Sample Teacher Checklist to Support Listening

1. Do I provide opportunities for students to listen for a variety of purposes?
 - ☐ include listening for information and instructions
 - ☐ include listening for pleasure
 - ☐ include listening to evaluate speaker's ideas
 - ☐ include listening to empathize with others
2. Do I use mini-lessons to instruct students about effective listening strategies?
 - ☐ analyze what students need to know and build on what they already know
 - ☐ provide short but focused direct instruction about a listening strategy
 - ☐ give examples reflecting a variety of culturally appropriate communication practices
 - ☐ provide mini-lessons for individuals or small groups of students, as required
3. Do I model effective listening behaviours for students?
 - ☐ ensure speakers are not interrupted
 - ☐ allow wait time before and after responses
 - ☐ acknowledge and build on others' responses
 - ☐ ensure both genders have an opportunity to participate
 - ☐ ensure that various cultural communication practices are valued and supported in classroom practice
4. Do I provide opportunities for students to develop their social skills through listening?
 - ☐ include less formal listening situations such as one-on-one conversations, think-pair-share sessions, and talking circles
 - ☐ include more formal listening situations such as introductions, class meetings, formal presentations, and oral reading
 - ☐ provide scaffolds and supports, as required, to ensure student success
 - ☐ provide self-assessment checklists to support respectful listening behaviours
 - ☐ support students in listening without interrupting
 - ☐ help students to withhold judgement and to clarify others' ideas
 - ☐ support students in listening politely and actively to ideas and viewpoints of others
 - ☐ help students to determine how other speakers and listeners are feeling and to respond appropriately (e.g., clarify, paraphrase, empathize, encourage)
5. Do I provide support for students to use listening as a means of learning?
 - ☐ support students in determining a purpose for listening
 - ☐ help students to activate existing knowledge
 - ☐ support students in using a listening strategy
 - ☐ help students to recognize and to summarize the main ideas
6. Do I provide opportunities for students to evaluate critically ideas in oral presentations? Do I provide scaffolds and supports, as required, to guide students' development and understanding in this area?
 - ☐ support students in analyzing the message and the speaker's evidence
 - ☐ develop listening guides that focus on main ideas, supporting details, or other criteria
 - ☐ support students in listening to differing points of view and in developing own positions
7. Do I involve students in assessing listening practices and behaviours?
 - ☐ support students in identifying their strengths and needs before, during, and after listening
 - ☐ support students in considering teacher, peer, and self-assessments
 - ☐ provide checklists, rubrics, anecdotal notes, and other assessment forms and techniques
 - ☐ involve students in developing appropriate criteria to assess development of listening practices and behaviours